



**Summary of Self Evaluation Form
June 2017**

Self-evaluation summary	Date: April 2017	Overall Effectiveness Grade: Good plus
<p>St Thomas's is an excellent Pupil referral unit. It is a 5 – 16 through school for pupils with SEMH needs designated for 165 pupils.</p> <p>St Thomas's Centre is a happy and safe environment for all its pupils. Visitors to the school comment on the welcoming atmosphere and external agencies who work closely with the school enjoy working in this environment. It is our expectation that every pupil succeeds. No exceptions. No excuses. Staff always go the extra mile and are totally committed to achieving the schools mission statement.</p> <p>St Thomas's Centre has made significant progress since the last inspection in 2013. The School has become a through school (expanding in 15 – 16 to include KS1 and 2), and as such the number of commissioned places has increased and we now operate over 3 sites. Pupils referred to St Thomas's Centre exhibit high levels of complex need and vulnerability. (See appendix 1). On entry most pupils are disaffected and disengaged from the learning process and assessments indicate a wide range of ability. Some have not attended school for some time due to emotionally based school refusal. All pupils are on the SEN Code of Practice with a significant number under assessment or with full statements / EHCPs. A significant proportion of pupils have been permanently excluded or at risk of permanent exclusion, Looked After and / or on the Child Protection Register. A number of pupils at all ages are known to the Youth Offending Service. Pupils are predominantly from the more socially deprived areas of Blackburn with Darwen and reflect the make-up of a multi-cultural authority. Attendance levels on referral are largely below average for Blackburn with Darwen but those with previously poor attendance improve during their time in the Centre. Very few pupils are refugees or asylum seekers. However, as would be expected for a pupil referral unit, mobility is high with pupils spending varying amounts of time with us ranging from a couple of weeks to over 2 years. The quality of teaching and learning has improved since the last inspection, ensuring greater progress for our pupils.</p>		
Outcomes for children and learners – Good	Areas for development	Impact of actions taken so far
<p>For most pupils attainment on entry is well below their classmates in mainstream school and many have gaps in their learning and have been underachieving. Where attainment overall is low, it shows consistent improvement. The progress of pupils compared to other pupil referral units nationally is good or better given their starting points. We have a robust tracking system in place. All pupils are assessed on entry and regularly re-assessed. Interventions are put in place for pupils not making expected progress and are regularly re-evaluated in pupil progress meetings.</p> <p>Pupils are well prepared for the next stage of their education, employment or training</p>	<ul style="list-style-type: none"> - Further develop a reading strategy ensuring pupils read more widely across subjects to a high standard - Early interventions to ensure more rapid progress through our narrowing the gap programme, ensuring disadvantaged pupils from different starting points matches or is improving towards that of pupils nationally. - Further build capacity to ensure all students are ready for their next stage in education across all phases 	<ul style="list-style-type: none"> - Baseline testing and improved admission information has led to greater planning by teachers for individual students ensuring progress is made. - Academic review days include parent / carer / pupil and home school ensuring a consistent approach - Introduction of Personalised class plans ensure differentiation for all pupils and effective use of TA's to support learning had led to better outcomes - Half termly academic scrutiny ensures gaps are narrowed to ensure rapid progress. - Emotional health needs are identified and addressed.
Teaching, learning and assessment - Good	Areas for development	Impact of actions taken so far
<p>The quality of teaching and learning overall is very good. Highly effective classroom practice is characterised by secure subject knowledge, thorough planning, clear expectations and rigorous assessment. Celebrating small successes increases pupils' confidence, and all staff have high expectations of pupils. The broad curriculum allows pupils to develop well.</p> <p>Staff manage pupils' behavior effectively with clear rules that are consistently enforced.</p> <p>Teachers provide pupils with incisive feedback about what pupils can do to improve their knowledge; pupils use feedback, written and oral to improve.</p> <p>Resources and teaching strategies reflect and value the diversity of pupils' experiences.</p>	<ul style="list-style-type: none"> - Use of highly effective questioning, allowing pupils to embed knowledge - Ensure feedback is of consistently high quality to ensure a greater understanding and know what they need to do to improve 	<ul style="list-style-type: none"> - Teachers adopting a range of styles to meet pupil needs; all pupils engaged in their learning - Personalised class learning plans in place using pupil individual targets leading to an improvement in outcomes. Bohall profiles also feed into these plans. - Support staff and subject teachers plan together once per week ensuring effective learning support - Purple pen, marking stickers and next steps has led to the development of effective pupil use of feedback from staff. - New strategies developed through working with speech and language consultants have led to improvements in outcomes.

Personal Development, behaviour and welfare – Good plus	Areas for development	Impact of actions taken so far
<p>St Thomas's is a safe and orderly place to learn. Pupils conduct reflects our effort to promote high standards.</p> <p>For individuals, there is a sustained improvement in pupil's behavior.</p> <p>The behaviour of the pupil's is good and the new whole school policy reflects the ethos. Where necessary pupils have behaviour improvement plans which helps them to focus on making small steps to improve their behaviour, triggers are identified and staff are made aware of this.</p> <p>Pupils can explain accurately and confidently how to keep themselves healthy and safe, they have an excellent understanding how to stay safe online.</p> <p>Pupils are confident and self-assured.</p> <p>Pupil's attitudes are positive and this has an impact on progress.</p> <p>Pupils show respect for each other's views and opinions.</p> <p>Pupil's spiritual, moral, social and cultural development ensures they are prepared to be reflective about and responsible for their actions as good citizens</p>	<ul style="list-style-type: none"> - Further enhance the attendance of the more difficult to reach students - Further enhance our positive attitudes and value of education through our culture of celebration through a new rewards policy - Develop an emotional health programme - Further embed SMSC / PSHE and RE across all provisions - Become a rights respecting school 	<ul style="list-style-type: none"> - Provisions leaders meet half termly with the designated EWO, and PRU SENCO to discuss all pupils within their provision to ensure the right wrap around care is given to each pupil. - Pupils develop social skills and self-confidence through internal & external experiences offered - Attendance has improved since the last inspection - Attendance and Behaviour is analysed each half term and strategies for intervention put in place - Online safety is fully embedded in the curriculum - Through effective form tutor session pupils have time to reflect on behaviors and gain support if needed - Fully embedded Academic Review Days ensure home school and home are fully aware of progress and next steps - All teaching and in class support staff trained as Mental Health First aiders - SMSC and British values education developed and integrated into curriculum - Values based education is beginning to have a positive feature in the rewards structure - The school has eight DCPL trained members of the SLT. - The Headteacher sits on the LA Channel panel, LSCB and Children's partnership board as the Education member – this ensures the school is kept abreast of current initiatives. - Nurture is fully embedded within the whole school. - Punctuality to school has improved - Destinations of school leavers are tracked and monitored by our in house careers advisor. - St Thomas's now has an allotment for whole school use – working alongside Lancashire wildlife trust to support mental health and wellbeing
Effectiveness of Leadership and management – Good plus	Areas for development	Impact of actions taken so far

<p>Staff are committed to the school vision and make positive contributions to school improvement planning through consultation at inset, provision meetings and teaching and learning meetings, along with informal conversations. They are uncompromising in their ambition. Relationships between staff and pupils are excellent. These positive relationships between leaders, staff and pupils support the progress of all pupils at St Thomas's.</p> <p>Leaders ensure that good opportunity within the curriculum is underpinned by the principle that every pupil makes the maximum personal and academic progress.</p> <p>The management committee and Leaders have a deep and accurate understanding of the school's effectiveness informed by the views of all stakeholders. This is used to keep our school focusing on the impact of our actions.</p> <p>The Management committee and Leaders use performance management that leads to professional development that encourages, challenges and supports teacher's improvements.</p> <p>Through Professional partner work staff reflect on and debate the way they teach.</p> <p>Safeguarding is highly effective at St Thomas's.</p>	<ul style="list-style-type: none"> - Establish a culture of resilient learners and colleagues to support this environment through emotional health training - Continue to embed professional partner work with support staff - Create an employer strategy - Continue to create a culture within staff to look outward and explore ways to further enhance the school, reflecting on the way they teach. - Further embed the use of UPS teachers to drive school improvement - Further embed whole school assessment - Continue to enhance the role of middle leaders 	<ul style="list-style-type: none"> - Proportion of good and better lessons has increased therefore increasing pupil progress - Robust safeguarding process; staff & governors trained - Professional partner work has increased capacity to improve and share good practices - Leaders tracking of data has led to progress made in both attendance, behavior and academic
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Acronyms

SEMH – Social, Emotional and Mental Health

SEN – Special Educational needs

EHCP – Educational Health Care Plan

UPS – Upper pay scale

TA – Teaching Assistant

SMSC – Spiritual, Moral Social and Cultural

RE – Religious Education

PSHE – Personal, Social and Health Education

EWO – Education Welfare Officer

PRU – Pupil Referral Unit

SENCO – Special Educational Needs Coordinator

If you wish to discuss or comment on any section of the school self-evaluation – please contact school via the email referral on the contact page.

Appendix 1

Type of placement
FIXED TERM PLACEMENT AT £75 PER DAY (15 DAYS MAX)
PUPIL REQUIRING OUTREACH SUPPORT – PRIMARY ONLY
PUPIL WHO WOULD RECEIVE A PERM EXCLUSION AS A RESULT OF A ONE OFF INCIDENT
PUPIL WHO DUE TO PERSISTENT DISRUPTIVE BEHAVIOUR IS AT RISK OF PERMANENT EXCLUSION
NON ATTENDANCE
SEN STUDENTS IN RECEIPT OF STATEMENT OR IPRA AND MAINSTREAM SCHOOL CANNOT MEET NEEDS OF PUPIL
SUPPORT WITH A STAT. ASSESMENT
SAFEGUARDING CONCERNS
BREAKDOWN OF A MANAGED MOVE
PENDING A PLACE AT A SPECIAL SCHOOL
PREGNANT SCHOOLGIRL
MEDICAL
SPECIFIC BAIL / YOT CONDITIONS